

# Social Stories



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# Social Stories & Developmental Disabilities



- ⌘ Social Stories were developed predominately for individuals who have Autism or a Pervasive Developmental Disorder.
- ⌘ Many of the principles are useful with clients who have developmental disabilities

# General Thoughts



⌘ ABANDON ALL ASSUMPTIONS

⌘ There are two equally valid assumptions:

☑ YOURS

☑ THE STUDENT WITH AUTISM

# A social story is ...



⌘ A short story written in a specific style and format. Each social story describes a situation or skill in terms of relevant social cues and common responses.

# Why do social stories work?



- ⌘ Visual

- ⌘ Provide accurate information

- ⌘ Identify relevant social cues

- ⌘ Describe expected behaviors

- ⌘ Subtract social interference

# Basic Social Story Sentences



⌘ Descriptive sentences

⌘ Perspective sentences

⌘ Directive sentences

# Descriptive Sentences



- ⌘ Explain what occurs and why
- ⌘ Paint the backdrop of the social story
- ⌘ Point out the relevant features
- ⌘ Often begin a social story
  - ▢ Example: My name is Chad. I work at XYZ Company. I live in a brown home.


# Directive Sentences



- ⌘ Individualized statements of desired responses or social skills.
- ⌘ Often follow descriptive sentences, telling a child what is expected as a response to a given cue or response.
- ⌘ Often begin with “I can ...” or “I will...”
  - ☑ Example: I will talk quietly when inside. I can talk quietly when others are sleeping.



# Perspective Sentences



- ⌘ Describe the reactions of other people in a target social situation.
- ⌘ They may relay the feelings of others depicted in a social story.
- ⌘ They should be honest statements.
  - ☑ Examples: The workers should walk quietly so they don't disturb people working in other rooms. Some people have fun at work.

# The Basic Social Story Ratio



⌘ 0 - 1 directive sentence

⌘ 2 - 5 descriptive and/or perspective sentences

# Basic Steps to Writing Social Stories



- ⌘ Target a situation
- ⌘ Gather information
- ⌘ Share observations
- ⌘ Support new responses and/or revise story based on student's response

# General Guidelines for Writing Social Stories



- ⌘ Positively state desired behaviors
- ⌘ Write at or slightly below a student's comprehension level
- ⌘ Write in "reality" - mention variations in routines
- ⌘ Functionally/visually define ambiguous terms
- ⌘ Carefully write from a "first person" perspective - the client describes

# Writing Social Stories- con't



- ⌘ Use caution with illustrations
- ⌘ Consider “Wh” questions as titles and subtitles
- ⌘ Be specific. Use “sometimes” and “usually”, state desired responses carefully
- ⌘ Consider incorporating student interest

# Reinforcing concepts in a social story



- ⌘ Accompanying audio cassette tapes
- ⌘ Bookmarks
- ⌘ Signs
- ⌘ Posted illustrations
- ⌘ Group home social stories